



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised January 1, 2021

Institution Name: **Ventura College**

Date: **3/1/2021**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

| Scale of Adoption | Definition |
|----------------------------|--|
| <i>Not occurring</i> | College is currently not following, or planning to follow, this practice |
| <i>Not systematic</i> | Practice is incomplete, inconsistent, informal, and/or optional |
| <i>Planning to scale</i> | College is has made plans to implement the practice at scale and has started to put these plans into place |
| <i>Scaling in progress</i> | Implementation of the practice is in progress for all students |
| <i>At scale</i> | Practice is implemented at scale—that is, <u>for all students in all programs</u> of study |

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| <p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p> | | | |
| <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| <p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • VC has identified six (6) discipline clusters that have been vetted by the campus. • Academic Senate has approved this with the understanding they may be modified in the future. Possible concerns about the size of 6 discipline clusters. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020 </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Survey for Branding • Branding implementation • Explore equitable ways to market meta-major information, in addition to what is available on the website. Work with Student Success Committee <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by end of Spring 21 |

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| <p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Purchase of Program Mapper approved; which includes career information • Career education programs have worked with high schools on articulation. • Dual enrollment at high schools conversations have begun to link career education pathways. • Career Education Programs are aligned with industry needs. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implement Program Mapper • Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. • Investigate ways to use Program Mapper to inform students about program cost, financial cost, and economic benefits of program completion. • Investigate programs to enhance transferability of students grounded in equity per equity consideration bullet point # 2 above. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022 |
| <p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Program Mapper purchase to display Career and Major Communities (Meta-Majors) online. • District & college webpages redesigned with ongoing adjustments being made • Some programs currently provide career information on department website, and other marketing materials | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implement Program Mapper • Review each program website to provide supplementary information as needed related to employment and further educational opportunities as it pertains to Equity Consideration bullet point #3 above. • Investigate efficacy of adding videos to specific department websites to provide such information |

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| | | <ul style="list-style-type: none"> Previously, gainful employment was reported for our career education programs as required Term, if <i>at scale</i> or <i>scaling</i> : | <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> To be completed by Spring 2022 |
| d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website. | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <i>Progress to date:</i> <ul style="list-style-type: none"> Guided Pathway Stewards are working with faculty to complete VC course sequences to the Program Map Templates. Purchased technology (Program Mapper) to incorporate maps on webpages. Term, if <i>at scale</i> or <i>scaling</i> : | <i>Next steps:</i> <ul style="list-style-type: none"> Ensure all Program Maps are complete and vetted by respective programs Ensure it is clear which Math and English classes students are placed in based on the Multiple Measure tool. The AB705 taskforce is working on this, but it is an issue to address in 2021. This aligns with Equity Con. #1 above <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> To be completed by Spring 2022 |
| e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <i>Progress to date:</i> <ul style="list-style-type: none"> Math class pathways outlined for students for the following fields of study: <ul style="list-style-type: none"> Arts & Humanities Social and Health Sciences Teaching/Liberal Studies Bus/STEM Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019 | <i>Next steps:</i> <ul style="list-style-type: none"> Create online self-guided placement tool to provide students and counselors with placement information including options for taking support courses for math per AB705 requirements. Post information regarding Math courses, support courses and success strategies on Ventura College |

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| | | | <p>Assessment/Math website per equity consideration bullet #1 above.</p> <ul style="list-style-type: none"> Evaluate and collect student success data (ongoing) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Online guided placement and evaluation to begin Fall 21- |

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| <p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| <p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The Counseling department developed an online Canvas Based new student workshop designed to assist students with selecting first semester courses. The sessions provide information based on Career and Major Communities (Meta-Majors). Ventura College has increased opportunities for student to explore career and major interests through venues such as formal career assessments, increased career and student success courses, and the First Year Experience (FYE) program. FYE includes a Parent Orientation component to help parents understand how to support their students transition to college. Several of the VC Counselors and student services classified professionals are certified in the Meyers-Briggs Type Indicator. Conversations among Math, English, and Student Services are ongoing relative to effective AB 705 implementation and messaging. | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop new systems in Banner regarding access/retrieval of student HS GPA/placement data. Student Information System: Investigate the use of Starfish to provide Counselors streamlined access to student info (HS GPA/placement status, etc.). Assessment of Student Success courses and sharing of this data college wide. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> To be completed Spring 2022 |

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| | | <ul style="list-style-type: none"> FYE students take COUN course, which included Career Exploration and study skills best practices. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | |
| <p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p>Progress to date:</p> <ul style="list-style-type: none"> English and Math faculty have made significant strides to comply with AB705 and streamline pathways for student success into transfer level courses Priority registration available for FYE students who fulfill key components in their first year Tutoring exists to support transfer-level math and English courses Co-requisite support courses to support students in first-level transfer math courses New “super-supported format implemented to support students in English 1A courses Students encouraged to take math and English in their first year, laying strong foundation for success in Gateway GE courses Student Success course offerings increased (COUN V01, V02, V03, V04, and EAC V01) as part of pilot for priority registration plus for those students recommended to take as support for English 1A Aligned ESL courses to support student transition to transfer-level English <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Enhance communication and clarification of clear English, ESL, and Math Flowcharts Identify current GE Gateway courses (IR) Ensure that sufficient tutoring is available to support students in Gateway courses Implement MyPath to help student identify relevant support services <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> To be completed Fall 2021 |

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| | | | |
| <p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • First-level transfer math course have co-requisite support courses • Piloting embedded tutoring in math corequisite support courses • Created guidance sheet for Counselors regarding math and English core course and support options <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Ensure that all co-requisite support courses in math have integrated or embedded tutors • Review data and adjust as needed to maximize student success • Ensure students’ English & math placements using AB 705 MM Tool are clear and easily accessible in records. Note: The AB705 taskforce is working on this as we speak, but it is an issue to address in 2021. This aligns with Equity Con. #1 above <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed Fall 2021 |
| <p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Super-supported English 1A curriculum and Canvas modules developed and implemented | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Expand use of the super-supported model by providing faculty training |

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| <p><i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <input type="checkbox"/> At scale | <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <ul style="list-style-type: none"> Review data on students in super-supported sections; compare results; adjust as needed to maximize student success Identify Super Supported English classes in the schedule. Improve ESL program to ensure we are meeting our community's needs (includes outreach, marketing, courses and scheduling, placement) <p><i>Timeline for implementing next steps:</i> To be completed Fall 2021 2020</p> |
| <p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> First-level transfer math course have co-requisite support courses Piloting embedded tutoring in math corequisite support courses Super-supported English 1A curriculum and Canvas modules developed and implemented Created guidance sheet for Counselors regarding math and English core course and support options <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Ensure that all co-requisite support courses in math have integrated or embedded tutors Expand use of the super-supported model by providing faculty training Review data on students in super-supported English and co-requisite support Math sections; compare results; adjust as needed to maximize student success Investigate use of non-credit open-entry self-paced courses that are competency based to prepare students for courses |

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| | | | <p>one level below transfer in English and Math.</p> <ul style="list-style-type: none"> Investigate short-term bridge courses for college level English and Math courses. <p><i>Timeline for implementing next steps:</i> To be completed Fall 2022.</p> |
| <p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p> | <p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Career education programs continue to work with high schools on course articulation to provide students with college credits prior to matriculation. Outreach has expanded dual enrollment efforts to link career education pathways for pre-college aged students. Guided placement for transferable math courses incorporates student career and program plans. | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. Share the placement data with feeder high schools via outreach process and Counselor Exchange meetings to inform |

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| | | Term, if <i>at scale</i> or <i>scaling</i> : | <p>students and high school partners how placement is made. Also, provide information regarding the math options and how they are taught to get them more mentally prepared for Transfer level math and English. Partner with outreach and counseling on this effort to ensure this is happening when engaging with feeder high schools.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022 |

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| <p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? | | | |
| <p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Each academic counselor has been assigned to be a liaison to 2 groups of majors (currently called themes) with the purposes of serving as a point of contact for departmental faculty. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Investigate efficacy of assigning students by major or Career and Major Community to counselors or designated group of counselors to ensure consistency of information and a direct connection to counseling for each student. • Work with discipline faculty in specific first semester major classes to develop an intentional counseling visit to the class with follow up comprehensive education plan development. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022 |
| <p>b. Students can easily see how far they have come and what they need to do to complete their program.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Degree audit system is in place (DegreeWorks) • District and campus staff have been identified to provide maintenance and updates of program. • Intentional progress checks with specific career education majors. | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Marketing of DegreeWorks to increase awareness to all students. Such as including statement in course syllabi. • Ensure accuracy of information for degree audits. |

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| | | | <ul style="list-style-type: none"> • Increase courses from other campuses to appear in major. • Continue incorporating C-ID course into degree audit feature <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022 |
| <p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <p>District wide meetings continue taking place to develop and implement Starfish Early Alert.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implement Starfish Early Alert for students. • Promote Starfish Early Alert to instructional faculty to increase usage. • Pilot triage services to support students identified through Starfish Early Alert mechanisms (and perhaps Pirates Cove). • Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2022 |
| <p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Career Development Center is in process of increasing services and outreach to students to assist students with career exploration and development. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Career development center is exploring additional resources for career and major exploration such as College Road Trip, increasing career related workshops for students (exploring major talks/resume/interviewing etc.) |

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| | | | <ul style="list-style-type: none"> • Formation of Career Center Committee with broad campus representation. • Explore effective way to communicate options for students in similar majors/careers for limited access majors such as Nursing and Paramedics. <p><i>Timeline for implementing next steps:</i> To be completed by Fall 2022</p> |
| <p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p> | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Intentional and informed scheduling • Some departments have developed 2-year course cycle. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Departments examine design of course offerings for 2-year rolling plan for full-time students and 3-year plan for part-time students • Form a task force to address issues surrounding part-time/evening and online students to increase successful completion of student goals. • Increase on campus in reach to financial aid students to inform them of amount of Pell eligibility (for example, exploration of a systematic process to notify students once they have utilized a designated percentage of Pell grant.) |

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| | | | <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none">• [Fall 2022] |
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| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| <p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | |
| <p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Career education programs align outcomes with industry and employment outcomes. • Career education programs offer industry related internships in partnership with Career Center. • General education programs align outcomes with career soft skills: <ul style="list-style-type: none"> ○ Communication ○ Scientific and quantitative reasoning ○ Critical thinking ○ Information literacy ○ Personal/community awareness and academic/career responsibilities <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2017</p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Align new programs with learning outcomes for success in education and employment. • Expand experiential learning and/or internship opportunities to benefit more general education programs. • Explore methods to more effectively communicate internship and experiential learning opportunities to students • Obtain and analyze data that illustrates current utilization and employ this to increase opportunities for underrepresented students to participate in program-relevant active and experiential learning opportunities, including internships. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2022 |

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| <p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • General education programs align outcomes with career soft skills and are accomplished by engaging students in active and applied learning: <ul style="list-style-type: none"> ○ Communication ○ Scientific and quantitative reasoning ○ Critical thinking ○ Information literacy ○ Personal/community awareness and academic/career responsibilities • All courses are mapped to one or more GE/ISLO for ongoing assessment. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Expand opportunities for instructional and counseling faculty to critically examine their role in advancing equity-minded teaching and advising practices at the college <ul style="list-style-type: none"> ○ Examples may include critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2022 |
| <p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p> | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Career Development Center services have been expanded and moved into a new and more prominent space in the Student Services Center. • Internship opportunities exist in career education programs. | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Expand internship opportunities • Expand use of career exploration software • Further empower faculty to implement pedagogical changes that better support learning outcomes |

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| | | <ul style="list-style-type: none"> For Career Education, this is incorporated into the ISLOs/GE outcomes, and all courses link to one or more of them, with ongoing assessments. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p>success for underrepresented students.</p> <ul style="list-style-type: none"> Professional Learning opportunities for classroom faculty to learn active learning and project based approach to learning. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022 |
| <p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level. Evaluation of student outcome successes occurs systematically. Career Technical Education (CTE) Outcome Survey takes place annually <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Identify capstone courses within programs and analyze assessment results of student learning outcomes for these courses. Include additional measures to assess student performance at a disaggregated level Ongoing evaluation of Student Learning Outcome (SLO) and Student Unit Outcome (SUO) process to ensure learning outcomes are current and demonstrating student mastery. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022 |
| <p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level-the | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop and institutionalize systematic processes for programs to receive guidance and training on how to utilize and |

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| | <input type="checkbox"/> At scale | <p>results of which are embedded in the program review process.</p> <ul style="list-style-type: none"> Scaling of professional development and other intentional campus efforts varies across programs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p> | <p>interpret data to identify needs for further professional learning</p> <ul style="list-style-type: none"> Provide professional learning as identified <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022 |
| <p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> VC utilizes portfolios and digital badges to convey student learning in select programs. Career Center offers social media portfolio advising. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop learning opportunities for faculty to incorporate portfolio and project based assignments. Create plans to acquire software or use free software that prepare students for the workplace. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022 |
| <p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p> | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> VC assesses educational effectiveness through multiple means including CCSSEE. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Professional development committee to review results of assessment data to inform professional development activities for faculty. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022 |